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ABSTRACT

The Milpitas Unified School District's efforts to utilize information on school effectiveness and improvement research are reported. The first section gives a historical perspective on the district's activities in the area of implementing the school effectiveness research. This is followed by a discussion of the assessment and planning process initiated among the schools in the district. Evidence resulting from the implementation efforts, specifically the outcomes, products, and artifacts, are representative of the school's effectiveness research. The paper concludes with a discussion of what the authors have learned about the implementation of the research at the local level. Appended is the Milpitas Unified School District student outcomes guide. (SI)

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COLLECTING AND USING SCHOOL EFFECTIVENESS INFORMATION FOR SCHOOL IMPROVEMENT

A PAPER PRESENTED AT THE

ANNUAL CONFERENCE

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April 8, 1988

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COLLECTING AND USING SCHOOL EFFECTIVENESS INFORMATION FOR SCHOOL IMPROVEMENT

EXECUTIVE SUMMARY

The school effectiveness studies were read with great interest in the Milpitas Unified School District, for several reasons. Achievement was low, despite the fact that students demonstrated ability on a variety of measures. Expectations among staff and community were also low, the curriculum was somewhat diffuse and focused on minimal skill acquisition, and there was not a common sense of purpose. Thus, the school effectiveness research had the effect of putting into bas-relief many conditions that worked against increased achievement. It also provided a way of looking at schools that was helpful in bringing about instructional improvement for students.

The district first sought to make administrators aware of the school effectiveness findings and to discuss ways to apply that knowledge to the schools. The district provided training in how to translate the school effectiveness variables into school practices and asked principals to include the variables in their school plans. These practices became part of the principal evaluation criteria as well. The district also incorporated the effectiveness variables into its long range plan, resulting in development of a district mission and long-term goals, a set of Board policies, renewed curriculum development efforts, a district-wide plan for administrator and teacher staff development, and a revamping of teacher evaluation criteria and procedures. The ideas of curricular adherence and effective teaching methodologies incorporated into evaluation pre-dated state reforms that were adopted in 1983. What the research provided was a lens through which to view the schools and the district as a whole, and to give direction as to the quality of leadership needed. In many ways, school effectiveness results were interpreted as leadership priorities, helping the district make the transition from principal as plant site manager to principal as instructional leader.

The district needed a means to assess schools in relation to effective practices and to develop improvement plans. This means was provided by the Santa Clara County Office of Education through its School Effectiveness Project. The Project assessed schools using the Basic School Profile, which yielded student outcome data and perceptual data. The latter was garnered by surveying students, parents and teachers on indicators of effectiveness. Once the data was collected and analyzed, districts could participate in Action Planning, a process designed to help them bring about improvement based upon data generated by the Basic School Profile.

The language of school effectiveness became embedded in the vocabulary of the district. The notion of classroom instructional variables and school climate variables as guideposts for improvement was woven into the fabric of the district.

As a result:

- Principals and assistant principals shifted their focus significantly from school management to instructional leadership.

- Teachers participated widely in methodology training, and with the assistance of administrators and peer coaches, tried out newly learned skills in the classroom.

- Students performed better than in previous years, on standardized measures.

Many districts have tried to bring about change and improvement. Often these efforts are overly general and diffuse. What we learned in Milpitas is that the change must be clearly defined, clearly focused and based on solid research.

We found in Milpitas that we quickly developed a common vocabulary, based upon school effectiveness concepts, and that we used this vocabulary extensively to reinforce improvement efforts. We also took great care to define the school effectiveness variables clearly and in detail, so that the temptation to co-opt this new knowledge, by dismissing it as existing practice, was reduced. With increased knowledge and understanding, we were able to realize in a relatively short time many of the goals we had set for ourselves. These early successes energized us as a district and increased our willingness to focus efforts toward school improvement.

COLLECTING AND USING SCHOOL EFFECTIVENESS INFORMATION FOR SCHOOL IMPROVEMENT

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Appendix A

COLLECTING AND USING SCHOOL EFFECTIVENESS INFORMATION FOR SCHOOL IMPROVEMENT

I. Introduction

In recent years, policy-makers at the federal and state levels have given considerable attention to the reform of public education in the United States. Commissions have been established, blue ribbon panels formulated, and legislative committees have exerted considerable energy toward identifying the current condition of public education in America as well as proposing potential remedies to the apparent crisis. Voluminous pages have been dedicated to the subject in the form of reports, position papers, resolutions and legislation, both at the state and federal levels.

What in fact is an area of great importance to both policy-makers and policy-implementors concerned with improving the lives of children in our nation's schools has become a political issue of tremendous importance. As with most political issues, the policies and practices recommended by decision-makers may be politically motivated rather than research based. In fact, the best intentions can fall prey to the temptation to do what is appealing at the moment, rather than adhere to a clearly defined set of values operationalized through the policies we adopt and course of action we choose.

The following paper is an attempt to share the story of one district's efforts to operationalize that body of research encompassed by the work done in the area of school effectiveness (Edmonds, Lezotte, Brookover, Rutter and others). As with any body of research, school effectivenss has its legitimate critics. Our intent here is not to enter the debate, but to share those policies and practices implemented at the local district and school level which have contributed to the promotion of student achievement for all children. Even more important is the work carried out in the district in the area of organizational assessment performed at the local school level, aimed at identifying areas of strength as well as those requiring further attention.

This paper is organized to provide the reader with a clear understanding of the development and implementation of major school improvement efforts within the district. The purpose of these efforts was to provide a systematic, clearly defined plan resulting in increased student achievement. The first section gives the reader a historical perspective of the district's activities in the area of implementing the school effectiveness research. This is followed by a discussion of the assessment and planning process initiated among the district's schools.

Part four of the paper addresses the evidence resulting from the implementation efforts, specifically the outcomes, products and artifacts representative of the school effectiveness research. The paper concludes with a discussion of what the authors have learned about the implementation of this body of research at the local level.

II. Historical Perspective

Milpitas Unified School District

Milpitas is a unified school district (K-12) located in the Silicon Valley in California. The city itself is undergoing rapid demographic change, making the transition from a blue-collar to a high tech community. The district has a 50+ percent minority enrollment, a significant number of students on AFDC, a variety of languages spoken, and a range of parent income and education levels.

A. Milpitas' Implementation of School Effectiveness Research

The school effectiveness studies were read with great interest in Milpitas, for several reasons. Achievement was low, despite the fact that students demonstrated ability on a variety of measures. Expectations among staff and community were also low, the curriculum was somewhat diffuse and focused on minimal skill acquisition, and there was not a common sense of purpose. Thus, the school effectiveness research had the effect of putting into bas-relief many conditions that worked against increased achievement. It also provided a way of looking at schools that was helpful in bringing about instructional improvement for students.

The district first sought to make administrators aware of the school effectiveness findings and to discuss ways to apply that knowledge to the schools. The district provided training in how to translate the school effectiveness variables into school practices and asked principals to include the variables in their school plans. These practices became part of the principal evaluation criteria as well. The district also incorporated the effectiveness variables into its long range plan, resulting in development of a district mission and long-term goals, a set of Board policies, renewed curriculum development efforts, a district-wide plan for administrator and teacher staff development, and a revamping of teacher evaluation criteria and procedures. The ideas of curricular adherence and effective teaching methodologies incorporated into evaluation pre-dated state reforms that were adopted in 1983. What the research provided was a lens through which to view the schools and the district as a whole, and to give direction as to the quality of leadership needed. In many ways, school effectiveness results were interpreted as leadership priorities, helping the district make the transition from principal as plant site manager to principal as instructional leader.

B. Development of School Effectiveness Project

An outgrowth of the implementation efforts was participation, with the Santa Clara County Office of Education, in development of the School Effectiveness Project. The idea was to translate the school effectiveness studies into a form usable by districts throughout the county and the state. From this collaboration emerged the idea of the Basic School Profile, a computer-generated analysis of a school based on survey and demographic information, which compared the school to "effective schools." The comparison was based on fourteen effectiveness variables developed by the project and gave schools an indication of how far they needed to go to match the effective schools' ratings.

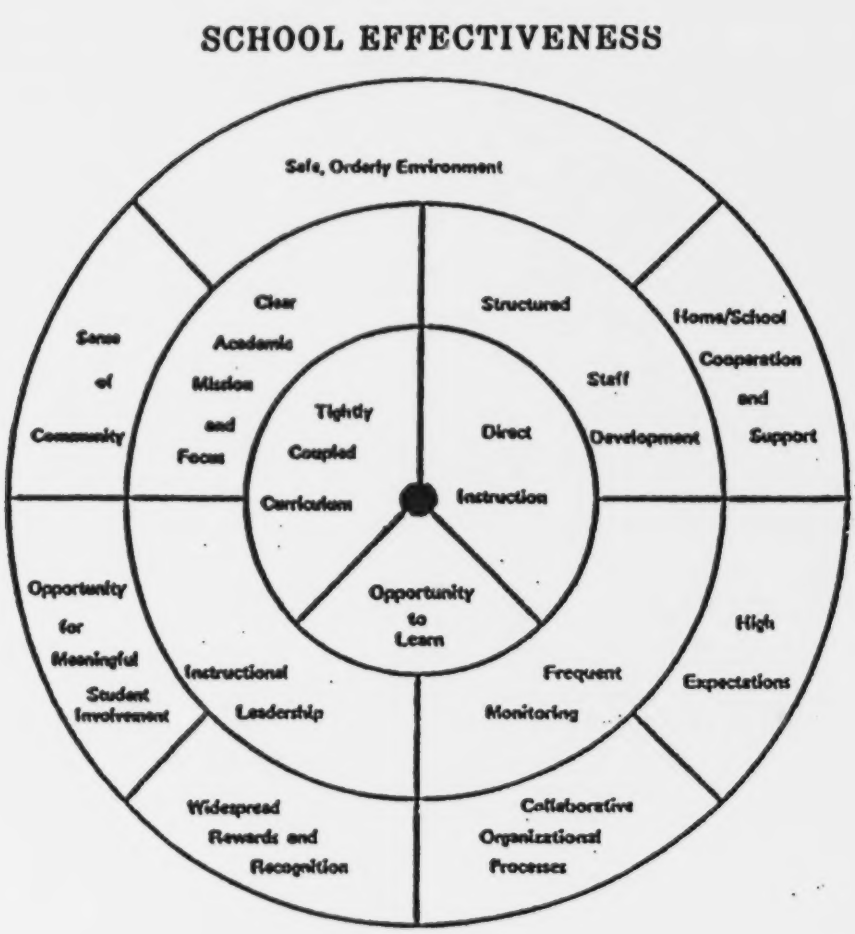

Figure 1

The profile service was to include a staff orientation session, an option for action planning and training on individual variables. In addition, the project would conduct its own study to confirm the school effectiveness variables with schools demonstrating consistently high achievement on standardized measures. The project plan was an ambitious one, fueled by what we had already learned in Milpitas about implementing the research.

C. The Authors' Involvement in the School Effectiveness Project

Deborah Walker served on the Advisory Board for the School Effectiveness Project during its developmental stage. The Advisory Board met regularly with Project Director Marsha Weil to discuss a variety of issues, both

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technical and instructional. Once the project began piloting its profile, Jack Owens worked with the project on a half-time basis and provided a strong link between the project and the district. Milpitas was one of the pilot districts for the Basic School Profile.

Deborah Walker left the district for two years to work on an administrator training program funded by the Packard Foundation. Since the emphasis of the training program was to be instructional leadership, one of the school effectiveness variables, and since the school effectiveness studies comprised a large part of the research base for the program, Deborah worked collaboratively with the School Effectiveness Project on survey refinement, training development and conducting the effectiveness study. Jack continued to work with the School Effectiveness Project on these same tasks and on action planning with pilot districts.

Once he returned to Milpitas full time, Jack assumed responsibility for the profiling of district schools, action planning and implementation. He provided both technical assistance to the schools and support for the principals.

III. The Basic School Profile

A. Profile

The Basic School Profile is an assessment instrument developed by the School Effectiveness Program located at the Santa Clara County Office of Education in San Jose, California. The BSP is divided into two major components of assessment data. The first is educational outcomes - student reading and math achievement, academic self-concept, student attendance, and behavior. Student outcome information is reported for the entire school as well as for specific subgroups; i.e., grade level cohorts, sex, ethnicity, language dominance, and socio-economic level which is determined by parents' level of education.

The second component of the Basic School Profile reports the perceptions of the educational environment held by students, parents, and teachers. Perceptual data is collected through the administration of surveys to each subgroup. Contents of the surveys reflect information known about the characteristics of effective schools. The characteristics of effectiveness are represented by twenty-seven indicators organized across four categories: 1) learning climate; 2) social climate; 3) organizational climate; and 4) instructional leadership.

The BSP yields two unique aspects which differentiate it from other school effectiveness assessment instruments. It reports data more discretely than other instruments. Perceptual data is reported for fourteen variables (see Figure 1) of effectiveness rather than the common seven. Variables are broken down into more specific indices of effectiveness referred to as "indicators".

A second aspect which differentiates the Basic School Profile is that it contains a standard for comparison drawn from a sample of high achieving schools in California. The sample was identified from the entire population of public elementary schools across the state based upon their display of continuous high performance over time on state mandated achievement tests in the basic skills. *

A school score is provided for each subgroup as well as for the total number of students for whom information is provided. The school score simply represents the mean score for the profiled school. The school score is provided on a scale of one to ten, with ten representing a more desirous level of attainment. Within the total planning process, the actual score obtained is useful only to the degree that it assists staffs to draw conclusions about the level of performance of a particular subgroup in relationship to that of other subgroups or the performance of all students. Sample size is also offered to provide a certain level of statistical honesty to the planning process.

The review of this data is also helpful to the planning group when they address school level practices related to various program and policy issues. The entire issue of equity in terms of student access to and progress toward the curricular program objectives can be explored through use of this information. The authors' experiences within the planning process underscores the power of this type of reporting.

Data yielded through the Basic School Profile obtained through surveying teachers, students, and parents regarding their perceptions of the school's educational program is presented for each of the fourteen variables and for specific indicators of effectiveness where applicable. For example, teachers respond to questions directed at the variable Opportunity to Learn, which is delineated by four distinct indicators: protection of instructional time; time allocations; homework; and success rates for students. Various data are reported: number in sample; school score; degree of consensus (standard deviation); effective school comparison band; and steps to effectiveness.

The school score for each of the variables reported is presented in relation to the performance of a group of high achieving schools in California. This relationship is represented graphically within the profile by means of the Effective School Comparison portion of the report. The use of a comparison band introduces a standard against which schools can compare their performance in a particular area. The Steps to Effectiveness section allows for schools to see the areas in which additional improvement may be required. Contained on the following pages are samples of pages from a basic school profile report.

The authors would offer one word of caution with respect to the use of information contained within the school report. While the information is valuable and of immeasurable assistance in providing a backdrop for exploring areas for school improvement, users are cautioned to interpret the

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* *For an indepth review of the criteria used to select the sample of schools upon which the effectiveness standard is based see Technical Report: "Santa Clara County School Effectiveness Program", Jennifer Pruyn and Marsha Weil, November 1985.*

SANTA CLARA COUNTY
OFFICE OF EDUCATION

SCHOOL EFFECTIVENESS PROGRAM
BASIC SCHOOL PROFILE

DATE: 05/17/85

SCHOOL: SAMPLE
DISTRICT: SAMPLE
COUNTY: SAMPLE

EDUCATIONAL OUTCOMES
FOR STUDENT SUBGROUPS
SCHOOL CONDUCT

	NUM IN SAMPLE	SCHOOL SCORE	EFFECTIVE SCHOOL COMPARISON 1 2 3 4 5 6 7 8 9 10	STEPS TO EFFECTIVENESS
TOTAL	145	6.3	X--	1.7
ACHIEVEMENT LEVEL (Q'TILE)				
76-99 (1ST)	32	6.8	--- X	.0
51-75 (2ND)	39	6.5	-X	.0
26-50 (3RD)	36	5.7	X --	4.3
1-25 (4TH)	22	5.8	X --	5.8
SEX:				
FEMALE	73	6.9	X--	1.4
MALE	69	5.7	X--	1.6
GRADE:				
4TH GRADE	41	6.3	X--	1.7
5TH GRADE	54	6.6	X-	.0
6TH GRADE	50	6.8	X---	1.1
7TH GRADE	0			N/A
8TH GRADE	0			N/A
ETHNICITY:				
HISPANIC	11	6.5	-X	.0
CAUCASIAN	82	6.4	X--	1.5
BLACK	15	5.6	X	N/A
JAPANESE/CHINESE	12	7.0	-X-	.0
FILIPINO	2	4.8	X	N/A
VIETNAMESE	3	7.6	X	N/A
OTHER	20	6.2	X	N/A
LANGUAGE DOMINANCE:				
ENGLISH	105	6.3	X--	1.7
FLUENT ENG PROF	25	6.4	X-	3.5
LIMITED ENG PROF	15	6.3	X--	.0
PARENT EDUCATION:				
HIGH	57	6.8	X-	.0
MEDIUM	63	6.1	X--	2.1
LOW	3	4.8	X --	11.4

SANTA CLARA COUNTY
OFFICE OF EDUCATION

SCHOOL EFFECTIVENESS PROGRAM
BASIC SCHOOL PROFILE

DATE: 05/17/85

SCHOOL: SAMPLE
DISTRICT: SAMPLE
COUNTY: SAMPLE

TEACHER'S
PERCEPTIONS OF
EDUCATIONAL ENVIRONMENT

	NUM IN SAMPLE	SCHOOL SCORE	DEGREE OF CONSENSUS	EFFECTIVE SCHOOL COMPARISON 1 2 3 4 5 6 7 8 9 10	STEPS TO EFFECTIVENESS
SCHOOL SOCIAL CLIMATE					
SENSE OF COMMUNITY:					
-TEACHER COHESION	16	6.3	1.49	X ---	10.2
STUDENT OPPORTUNITY FOR MEANINGFUL INVOLVEMENT:					
-GOVERNANCE AND RESPONSIBILITY	16	5.8	1.27	X-----	.0
SAFE, ORDERLY ENVIRONMENT:					
-SCHOOL SAFETY	14	7.6	1.05	X ---	4.4
-RULES AND ENFORCEMENT	16	6.9	1.13	X ----	2.3
-CLASSROOM MANAGEMENT	14	5.3	1.99	X ----	3.8
INSTRUCTIONAL LEADERSHIP					
PRINCIPAL SUPPORTIVENESS	15	6.6	2.04	X -----	4.2
ENTREPRENEURSHIP	15	6.6	1.56	X ------	3.1
PROMOTES INSTRUCTIONAL INVOLVEMENT	16	6.8	1.32	--X---	.0
ORGANIZATIONAL CLIMATE					
COLLABORATIVE ORGANIZATIONAL PROCESSES:					
-DECISION-MAKING	16	5.5	2.46	X ------	5.3
-GROUP PROCESS	16	6.3	1.62	X ------	3.2
-COMMUNICATION	16	6.0	1.56	X -------	2.5
JOB SATISFACTION	14	5.9	1.47	X ----	8.4
STRUCTURED STAFF DEVELOPMENT:					
-GOAL RELATED	16	6.7	1.28	X -----	1.6
-OPERATIONALIZED	14	6.0	1.75	X -------	2.3

data with care. The results are best utilized within a structured planning process such as Action Planning. Under these conditions, school staffs benefit from the assistance of a facilitator trained to guide them through the information contained within the report.

B. The Action Planning Process

Upon receiving the Basic School Profile report, school staffs in Milpitas participated in Action Planning. Action Planning is a planning process which was developed collaboratively among staff members of the School Effectiveness Program and the Milpitas Unified School District. The planning model is an adaptation of that used by the Connecticut State Department of Education. The process is comprised of six distinct phases, as shown below.

PHASES OF ACTION PLANNING

- Analysis of the Data
- Prioritizing Areas of Concern
- Generating a Problem Statement for Area of Priority
- Generating a Plan for Intervention
- Determining Assessment Procedures
- Planning for Implementation

A planning team of approximately five to seven members comprised of the principal and teachers representative of the school staff meet to review the data contained within the report for their school. The school planning team meets for two to three days to implement the phases outlined above. An external facilitator (external to the immediate school, not necessarily the district organization) guides the group through the planning process. The outcome is a written action plan which outlines the course of action which the school will implement to address a particular effectiveness variable.**

Schools within the Milpitas Unified School District were profiled initially during the 1983/84 school year. Action planning was conducted at each elementary school with Jack Owens acting as the external facilitator for each site. Subsequent to these initial planning efforts, the District refined its planning process, incorporating the contents of the school effectiveness profile with other student outcomes defined by the District. (See Appendix A)

Schools within the District were profiled once again during the 1986-87 school year. Schools have incorporated this most current information into their yearly planning activities. In recent years, the use of an external facilitator has been eliminated. This is due in part to fiscal constraints as well as increasing sophistication on the part of principals and their staffs to review data and incorporate it into the school plan. Additionally, district level staff under the direction of the Superintendent have developed a

** *For a more detailed discussion of action planning, see "Using a Criterion-Based School Effectiveness Assessment Instrument: The Santa Clara County Experience", Jack Owens, Jennifer Pruyn and Marsha Weil. Paper presented at the Annual Meeting of AERA, Chicago, April 1985.*

systematic planning model which addresses both process and content. This model has served as the basis for all planning efforts within the District during the last three years.

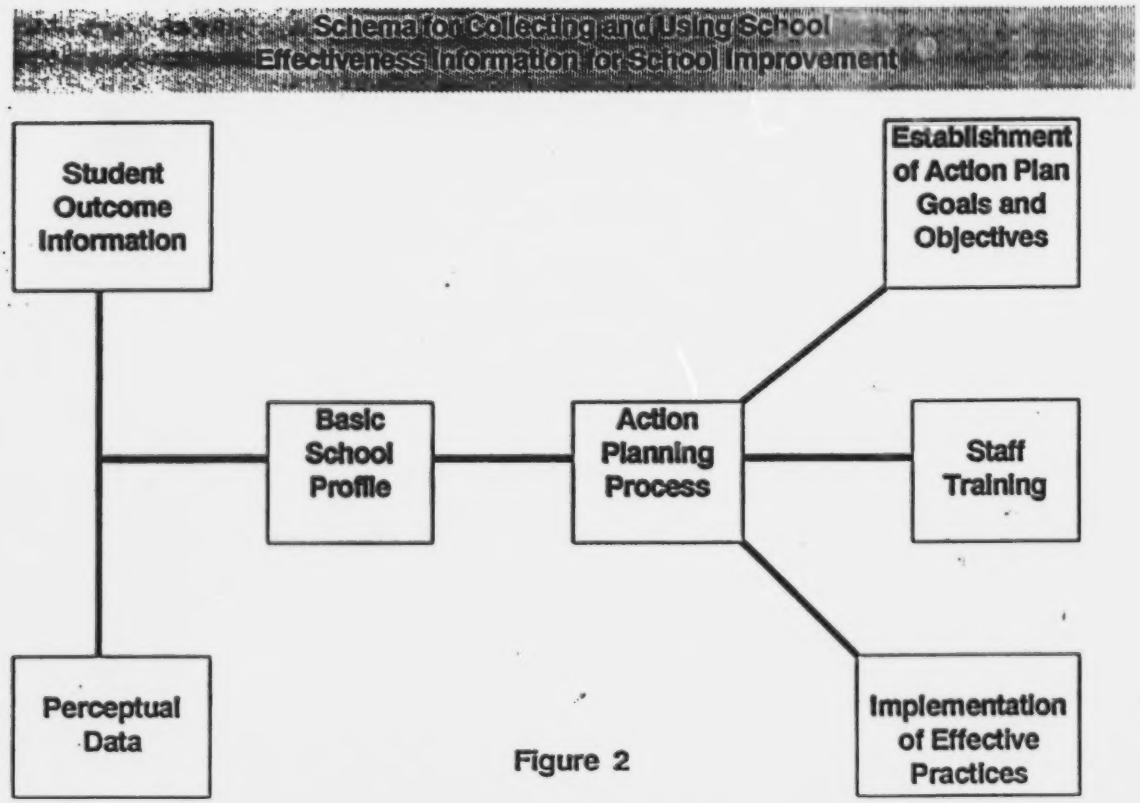
Schema for Collecting and Using School Effectiveness Information for School Improvement
Student Outcome Information
Establishment of Action Plan Goals and Objectives
Basic School Profile
Action Planning Process
Staff Training
Perceptual Data
Implementation of Effective Practices

Figure 2

IV. Outcomes, Products and Artifacts

The language of school effectiveness became embedded in the vocabulary of the district. The notion of classroom instructional variables and school climate variables as guideposts for improvement was woven into the fabric of the district. As a result:

- Principals and assistant principals shifted their focus significantly from school management to instructional leadership. They directly supervised classroom instruction more; they participated in methodology training and supported teacher implementation efforts. They helped teachers interpret test score information and make instructional decisions based on that information.

- Teachers participated widely in methodology training, and with the assistance of administrators and peer coaches, tried out newly learned skills in the

classroom. They also participated in districtwide curriculum development efforts, aimed at aligning the curriculum as well as providing greater enrichment opportunities for students.

- Students performed better than in previous years, on standardized measures. They benefitted from more targeted teaching, more time spent engaged in classroom learning and homework, higher expectations for their achievement, and stricter monitoring of their progress.

Products were developed as a means of codifying the implementation of practices based upon the school effectiveness research. These included, for example, the following:

1) An agreed upon set of performance objectives for teachers based upon the research.

2) A comprehensive teacher evaluation plan which includes a variety of types of observations, review of classroom artifacts and student progress measures, and summation of accomplishments in the form of a rather thorough evaluation letter.

3) A common curriculum throughout the district which includes a set of student performance goals.

4) A comprehensive site administrator evaluation plan based upon the descriptors of each variable as defined by the School Effectiveness Project, and translated into administrator performance objectives.

5) A set of training manuals aimed at increasing both teachers' and administrators' instructional knowledge and capability.

6) A modified organizational structure that promotes the school effectiveness practices referenced in the literature. Included are elementary school vice principals, to support principal instructional leadership; a district level staff development team; and a school site training team which helps institutionalize effective practices at the school level.

7) A central office role designed specifically to assist sites in implementing school effectiveness practices and to monitor the quality of implementation efforts. Referred to as the "executive function", the role was piloted first by the Superintendent, to establish parameters, assessment documents and the supervision process. Later, the role became formalized as the Director of School Supervision and Support, and was assumed by Jack Owens.

After nearly eight years of emphasis on school effectiveness, there exists within the district a variety of artifacts; that is, evidence that the school effectiveness practices have become operationalized. Some of these artifacts are described below.

Board policies on school effectiveness: curriculum; instructional leadership; discipline; teacher evaluation/performance.

Related policies and administrative regulations on: uniform textbook adoption, homework, grading.

A set of intended student outcomes - the result of a community long-range planning process - which form the basis for planning and decision-making.

School level plans which blend categorical program objectives with district direction, that is, with district mission and focus. These plans are built around the student outcomes.

V. Conclusion: What Have We Learned?

Many districts have tried to bring about change and improvement. Often these efforts are overly general and diffuse. What we learned in Milpitas is that the change must be clearly defined, clearly focused and based on solid research.

Even given these three conditions, the plan for implementing new practices, such as those drawn from the school effectiveness research, must be comprehensive, affecting every level of the organization. We believe these conditions must be in place:

1) Conceptual understanding and support for school improvement at the top administrative level.

2) Commitment to and support for school improvement at the Board policy level.

3) An organizational structure that allows new practices to take hold. This includes some sort of executive function role, which is responsible for reviewing and monitoring the implementation of new practices.

4) An organizational philosophy that includes strong central direction during initial implementation efforts, and increasing school autonomy as there is greater understanding of the basis for the improvement efforts and a shared vision of the results.

5) Willingness to direct efforts toward training of staff: first administrators, so they can provide strong, instructional leadership; and teachers, so they can direct their efforts toward accomplishing improvement goals.

We found in Milpitas that we quickly developed a common vocabulary, based upon school effectiveness concepts, and that we used this vocabulary extensively to reinforce improvement efforts. We also took great care to define the school effectiveness variables clearly and in detail, so that the temptation to co-opt this new knowledge, by dismissing it as existing practice, was reduced. With increased knowledge and understanding, we were able to realize in a relatively short time many of the goals we had set for ourselves. These early successes energized us as a district and increased our willingness to focus efforts toward school improvement.

Addendum to Part V Conclusion:
What Have We Learned

by Deborah Walker

Chronicling our successes in Milpitas caused me to reflect upon improvement efforts in my new district, Fremont Union High School District. While many of the same conditions exist -- support for change at the top administrative level, commitment for support for school improvement at the Board policy level, and willingness to direct efforts toward training of staff -- some improvement efforts have been difficult to initiate. Looking back, I believe two other conditions existed in Milpitas which made change relatively easy to accomplish in a short period of time: a culture which included norms for staff training and improvement of instruction; and, a readiness for change. A good deal of training in instructional methodologies based upon Joyce and Weil's Models of Teaching, had taken place involving both administrators and teachers. Implementation of training included a component for collegial observation and support. Also, research findings on effective teaching and academic learning time had been widely distributed, as well as literature on organizational development. The board and superintendent had established improvement goals which were supported by the community and which met with positive response by staff.

In Fremont, these two additional conditions are absent. Problems associated with an aging, entrenched staff are compounded by the lack of staff development and opportunities for renewal. There are not districtwide norms for training and improvement among the teaching staff. This lack can be attributed to a central administrative staff that minimized the importance of systematic training and growth, and to a teachers' union that opposes any change or independent action by teachers. Thus, creating a readiness for change and emphasizing the value of improvement efforts make for a slower process than we experienced in Milpitas. Rather than working across the district to bring about improvement, a more viable strategy has appeared to be working with individual sites or with particular departments/subject areas to effect change. The establishment of problem-solving groups to help implement state curricular frameworks, improve achievement for low-achieving students, and introduce new instructional methods, has worked well thus far and emerged as a promising practice for future improvement efforts.

APPENDIX A

MILPITAS UNIFIED SCHOOL DISTRICT

STUDENT OUTCOMES

ACADEMIC

1. Students will achieve at grade level in the basic skills and will acquire the most important knowledge, concepts and principles in the content areas.

   A. All mainstream students will be achieving at grade level basic skills, reading, writing, and math or will have a plan designed by which underachieving students will reach grade level. (K-8)

   B. All mainstream students who have been in the Milpitas Unified School District at least three years will reach grade level achievement by the end of the eighth grade and will be prepared to function and succeed in achieving the high school curriculum standards. (K-8)

   C. Acquire a generous fund of knowledge including the most basic and important knowledge, concepts and principles in mathematics, literature, natural science, history, and geography which will enable students to function as informed, well-educated persons. (K-12)

2. Students will develop intellectual skills such as problem-solving, logic, critical thinking, and evaluation of knowledge. In addition, students will develop aesthetic appreciation, intellectual curiosity and love for learning.

   A. Receive and demonstrate early systematic, development of the intellectual skills. Knowledge, concepts, and principles they will encounter in the higher grades, high school, and college. (K-8)

   B. Develop sharpened esthetic sensibilities through experiences with art, music, literature, drama, history, and co-curricular activities. (K-12)

3. Students will develop a sense of the value of learning, skills for learning such as study skills, the ability to synthesize and see parallels, motivation to learn, and understanding of the relationship between current and future learning.

   A. Develop intellectual skills.

      1. Develop the ability to think rationally, including problem-solving skills, application of principles of logic, and skill in using different modes of inquiry. (K-12)

      2. Develop the ability to use and evaluate knowledge, i.e. critical and independent thinking that enables one to make judgements and decisions in a wide variety of life roles - citizen, consumer, worker, etc., as well as in intellectual activities. (K-12)

      3. Develop positive attitudes toward intellectual activity, including curiosity and a desire for further learning. (K-12)

   B. Will develop strong study habits and skills. (K-12)

C. Will develop a positive attitude toward learning and high-standard pride in the quality of their work. (K-12)

SOCIAL, CIVIC AND CULTURAL

4. Students will develop an understanding of themselves and their behavior, the behavior of others, and their role and responsibilities as citizens in society; also, develop a set of moral principles that guides their behavior and shapes their values.

A. Personal knowledge and understanding.

1. Develop and understanding of human behavior through an understanding of self. (K-12)

B. Cultivate Interpersonal understanding. (K-12)

1. Develop an understanding of human behavior.

2. Develop an understanding of human behavior as a function of social context norms.

3. Develop an understanding of human behavior as a function of economic systems.

4. Develop a knowledge of opposing value systems and world views and their influence on the individual and society.

5. Develop an understanding of how members of a family function under different family patterns as well as within one's own family.

6. Develop a concern for humanity and an understanding of international relations.

C. Develop citizenship participation skills. (K-12)

1. Develop historical perspective.

2. Develop knowledge of the basic workings of the government.

3. Develop a willingness to participate in the political and community life of the nation and the community.

4. Develop a commitment to the values of liberty, government by consent of the governed, representational government, and one's responsibility for the welfare of all.

5. Develop an understanding of the interrelationships among complex organizations and agencies in a modern society, and learn how to act in accordance with it.

6. Develop an understanding of one's own rights and the rights of others and how to work to preserve both.

7. Exercise the democratic right to dissent in accordance with personal conscience.

8. Develop an understanding of change and how to change society.

D. Develop an understanding of and become part of one's culture. (K-12)

1. Develop insight into the values and characteristics, including language of the civilization of which one is a member.

2. Develop an awareness and understanding of one's culture heritage and become familiar with the achievements of the past that have inspired and influenced humanity.

3. Develop understanding of the manner in which traditions from the past are operative today and influence the direction and values of society.

4. Understand and evaluate the norms, values, and traditions of the groups of which one is a member.

5. Learn how to apply the basic principles and concepts of the fine arts and humanities to the appreciation.

E. Develop moral and ethical character. (K-12)

1. Develop the judgement to evaluate events and phenomena as good or evil.

2. Develop a commitment to truth and values.

3. Learn to utilize values in making choices.

4. Develop moral integrity.

5. Develop an understanding of the necessity for moral conduct.

6. Develop a set of moral principles that guide behavior.

VOCATIONAL

5. Students will develop positive work habits and attitudes, the ability to make career decisions and based in part on knowledge of own abilities and limitations, and cooperative work skills.

A. Develop good work habits and attitudes that will form the foundation for good employee habits.

B. Come to know and develop interests and aptitudes that can lead to career choices.

C. Develop general academic skills needed for gainful employment.

D. Learn career educational-vocational education skills.

1. Develop an understanding of society and the economic system and the career opportunities in that system.

2. Learn how to select an occupation that will be personally satisfying and suitable to one's skills and interests.

3. Learn to make decisions based on an awareness and knowledge of career options.

4. Develop habits and attitudes, such as pride in good workmanship, that will make one a productive participant in economic life.

5. Develop positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

6. Develop economic and consumer skills necessary for making informed choices that enhance one's quality of life.

E. Learn cooperative work skills.

1. Develop skills in communicating effectively in groups.

2. Develop the ability to identify with and advance the goals and concerns of others.

3. Learn to form productive and satisfying relations with others based on respect, trust, cooperation, consideration, and caring.

PERSONAL

6. Students will develop skills to maintain emotional and physical well-being and to deal constructively with change.

A. Develop the willingness to receive emotional impressions and to expand one's affective sensitivity.

B. Develop the competence and skills for continuous adjustment and emotional stability, including coping with social change.

C. Develop the awareness and skills to strengthen and sustain self-esteem.

D. Develop a knowledge of one's own body and adopt health practices and adopt health practices that support and sustain it, including avoiding

the consumption of harmful or addictive substances.

E. Learn to use leisure time effectively.

F. Develop physical fitness and recreational skills.

G. Develop the ability to engage in constructive self-criticism.

7. Students will develop an openness to new ideas and creativity in approaching work, solving problems and expressing ideas. In addition, students will develop appreciation for and ability to assess aesthetic expression.

A. Develop skills of creativity and aesthetic expression.

1. Develop the ability to deal with problems in original ways.

2. Develop the ability to be tolerant of new ideas.

3. Develop the ability to be flexible and to consider different points of view.

4. Develop the ability to experience and enjoy different forms of creative expression.

5. Develop the ability to evaluate various forms of esthetic expression.

6. Develop the willingness and ability to communicate through creative work in an active way.

7. Seek to contribute to cultural and social life through one's artistic, vocational, and avocational interests.

8. Students will develop principles, values and beliefs that help them formulate a sense of identity and meaning in their lives.

9. Students will develop skills in assessing their own abilities, setting goals, making decisions based on those goals, and attaining their goals.

A. Strive for self-realization.

1. Learn to search for meaning in one's activities and develop a philosophy of life.

2. Develop the self-confidence necessary for knowing and confronting one's self.

3. Learn to make realistic self-assessments that recognize limitations and strengths but to also become aware that many human beings transcend their limitations.

4. Recognize that one's self-concept is developed in interaction with other people.

B. Develop skills in making decisions with purpose.

C. Learn to plan and organize the environment in order to realize one's goals.

D. Develop willingness to accept responsibility for one's own decisions and actions and their consequences.

E. Develop skill in selecting some personal, life-long learning goals and the means to attain them.